

Here are some modification for students who may experience difficulty or need extra support with the learning assignments

### **Kindergarten**

\*Write the main idea and one to two key details

\*Use the sentence starter “ \_\_\_\_\_ is a pattern on a cactus. It has \_\_\_\_\_ and \_\_\_\_\_ on it”.

\*Draw a picture of a pattern, Ex. **Red, Yellow, Red, Yellow**

\*Draw a picture of a non pattern. Ex. **Blue, orange, Box**

\*Use the sentence starter for Color Pattern writing activity “The heading helped me understand this section because \_\_\_\_\_.”

### **First Grade**

\*Orally ask one to two questions about the text

\*Write one question about the text

\*Write up to three sentences about your ideas

\*List the main idea and one to two facts

\*Picture vocabulary-draw a picture to represent a word

### **Second Grade**

\*Write one thing or draw one thing you notice and one thing you wonder about the image on page 27

\*Choose one word from the text and write or say a sentence about the word

\* Write the main idea and up to three key details

\*Identify one to two cause and effect details

\*Use the following sentence starter “When I was \_\_\_\_\_ years old, I went on a journey to \_\_\_\_\_. I went with my \_\_\_\_\_ and \_\_\_\_\_. We saw \_\_\_\_\_ and \_\_\_\_\_. We went on our journey by \_\_\_\_\_ (car, train, bus, airplane, etc.) We had a \_\_\_\_\_ *time and I hope to go to \_\_\_\_\_* on my next journey”.

### **Third Grade**

\*Choose up to 2 to 3 activities to complete from the choice board

\*Write or draw anything you know about space

\*After at least 2 readings of the text, write the main idea of the text using the sentence frame “The main idea of this text is \_\_\_\_\_.” I learned \_\_\_\_\_ and \_\_\_\_\_.

\*Answer up to 2 comprehension questions.

### **Fourth Grade**

\*Choose up to 3 activities to complete from the choice board (Complete one activity a day)

\*Before reading, look at the pictures from the story *The Little Red Hen* write or draw anything you know about the story

\*Before reading, look at the pictures from the story *The Little Red Hen* write or draw up to 2 predictions (things you think will happen in the story)

\*Use pictures to help with unknown vocabulary words

\*After at least 2 readings of the text, write the main idea of the text using the sentence frame “The main idea of this text is \_\_\_\_\_.” I learned \_\_\_\_\_ and \_\_\_\_\_.

\*Answer up to 2 comprehension questions on the theme “Hard Work Is Rewarded”.

\*If you choose to complete the web, identify the main idea (the middle circle) and up to 2 key facts (Any of the other circles).

## **Fifth Grade**

### *African American Suffragists and Learning to Read*

\*\*Choose up to 3 activities to complete from the choice board (Complete one activity a day)

\*Before reading, look at the pictures from the story *African American Suffragists and Learning to Read*, write or draw anything you know about the story

\*Before reading, look at the pictures from the story *African American Suffragists and Learning to Read*, write or draw a prediction (things you think will happen in the story) for each story.

\*If you choose Activity 3-Find where the author uses these 5 vocabulary words (**suffragist, equal, struggle, politics, injustice**) write the page number. Then choose 2 of these words and write a sentence using each word or draw a picture about each word.

\*If you choose to answer activity 5-Use the sentence frame to answer the question: How did race impact African American women’s experiences during the women’s suffrage movement?

“Race impacted African American women’s experience during the suffrage movement by \_\_\_\_\_ and \_\_\_\_\_.”

## **Sixth Grade**

### **“Pet Rocks”**

\*\*Choose up to 3 activities to complete from the choice board (Complete one activity a day)

\*After at least 2 readings, write or draw anything you know about the story, “*Pet Rocks*”

\*After at least 2 readings of the story “*Pet Rocks*”, write or draw any questions you may have about the story.

\* If you choose Activity 2- You can use the following sentence frame to answer the central idea from the text question: “*The central idea of this text is \_\_\_\_\_.*” *I learned the pet rock is no longer popular because \_\_\_\_\_ and \_\_\_\_\_.*”

\*After at least 2 readings of the text, write a short summary about the text: “The story of *Pet Rocks* is about...”

### **“The Water of Life”**

\*\*Choose up to 3 activities to complete from the choice board (Complete one activity a day)

\*After at least 2 readings, write or draw anything you know about the story “*The Water of Life*”

\*After at least 2 readings from the story “*The Water of Life*”, write or draw any questions you may have about the story

\* If you choose Activity 2- You can use the following sentence frame to answer the question: “*The king wants the water of life because \_\_\_\_\_.*” *I learned the theme of this story is \_\_\_\_\_ and \_\_\_\_\_. I learned \_\_\_\_\_ and \_\_\_\_\_ from this story.*

\*If you choose activity 3- Use a picture vocabulary to look up the words **guile**, **dote**, **hubbub**. Pick one word and write up to two sentences.

\*If you choose Activity 4-After at least 2 readings of the text, write a short summary about the text: “The story of *The Water of Life* is about...”

\*If you choose Activity 5-Use the sentence starter “Characters help to develop the theme of “The Water of Life” by...” Use at least one fact from the story to support your answer.

\*If you choose Activity 6-Use the sentence starter “The young king uses his power over the faithful servant by ... People use power over others to...”

### **“Workers’ Rights and the History of Labor Unions”**

\*\*Choose up to 3 activities to complete from the choice board (Complete one activity a day)

\*After at least 2 readings, write or draw anything you that stood out to you about the story “Workers’ Rights and the History of Labor Unions”

\*After at least 2 readings, write or draw any questions you may have about the story “Workers’ Rights and the History of Labor Unions”

\*If you choose Activity 4-After at least 2 readings of the text, write a short summary about the text: You can use the sentence starter “The story of *The Water of Life* is about...”

\* If you choose Activity 2- You can use the following sentence frame to answer the central idea from the text question: “*The central idea of this text is \_\_\_\_\_.*” *The industrial revolution relates to the history of workers rights because \_\_\_\_\_ and \_\_\_\_\_.*”

### **Seventh Grade**

- \*\*Choose up to 3 activities to complete from the choice board (Complete one activity a day)
- \* After at least 2 readings of the text, choose up to 2 words to describe the main character (s). Provide at least one detail to support your choice.
- \*Write at least 1 or 2 questions you may have about the text.
- \*Write a short summary about the story, citing up to 2 supporting details

### **Eighth Grade**

- \*\*Choose up to 3 activities to complete from the choice board (Complete one activity a day)
- \* After at least 2 readings of the text, choose up to 2 words to describe the main character (s). Provide at least one detail to support your choice.
- \*Write at least 1 or 2 questions you may have about the text.
- \*Write a short summary about the story, citing up to 2 supporting details
- \*Pick out one idea that stood out to you from the text and write a short summary about why this is important to you

### **Ninth and Tenth Grade**

Here are some modification for students who may experience difficulty or need extra support with the assignments.

#### **These activities are to be used with each text and/or poem**

- \*\*Choose up to 3 activities to complete from the choice board (Complete one activity a day)
- \* After at least 2 readings of the poem, choose up to 2 words to describe the main idea(s). Provide at least one detail to support your choice.
- \*Write at least 1 or 2 questions you may have about the poem/text.
- \*Write a short summary about the poem/text, citing up to 2 supporting details
- \*Pick out one idea that stood out to you from the poem/text and write a short summary about why this is important to you

### **Additional question for 10th grade**

\*Write a short answer for the question “How are man and nature connected?” You can use the sentence starter “Man is connected to nature by...”

### **Eleventh and Twelfth Grade**

\*Use pictures to review vocabulary

\*\*Choose up to 3 activities to complete from the choice board (Complete one activity a day)

\* After at least 2 readings of the text, choose up to 2 words to describe the main idea(s). Provide at least one detail to support your choice.

\*Write at least 1 or 2 questions you may have about the text.

\*Write a short summary about the text, citing up to 2 supporting details

\*Pick out one idea that stood out to you from the text and write a short summary about why this is important to you

### **Learning Support Activities**

**Activities -The following are activities students can use to enhance academic knowledge and student performance in English Language Arts.**

<b>Skill</b>	<b>Sample Tasks</b>
Phonological Awareness	Which two words rhyme (stair, steel, chair) Hickory Dickory Dock, the mouse went up the _____? Practice saying the letters of the alphabet then practice writing each letter Write Upper and Lower Case letters then match the lower case letters with the upper case letters Write 4 words that rhyme with ball, then 4 that rhyme with cat and then write 4 words that rhyme with tap Make a silly sentence with only /n/ words. Ex. “Neat Nancy...”

	<p>Practice Writing your name then make an alliteration out of your name. ex. <b>Name:</b> Pam <b>Alliteration:</b> P- Pretty, A-Awesome and M- Magical</p> <p>Look around your house, name 5 things that have the same first sound</p> <p>Look around your house, name 5 things that have the same last sound</p> <p>Practice with 10 sight words weekly by making the words out of household items, such as macaroni, shaving cream, etc. Make colorful sight words on cards and then scramble the words up (<b>see sight word Lists below</b>)</p>
<p>Writing Activities</p>	<ul style="list-style-type: none"> <li>• Write about your day, then make a picture to go along with your topic</li> <li>• Use the following sentence frame to write a short story: My favorite color is _____. I like it because _____.....</li> <li>• Read/Listen to Goods and Services Book online or a book of your choice and complete the <a href="#">graphic organizer</a> <b>*See graphic organizer sheet below</b></li> <li>• Personal Information-Practice writing your name and address, then practice writing the address to your school. For more practice complete the <a href="#">personal information worksheet</a> <b>*See personal information sheet below</b></li> <li>•</li> </ul>
<p>Comprehension Activities</p>	<ul style="list-style-type: none"> <li>• Independent Reading Directions: Read a book with your family in English or your native language. After reading the book at least 2 times. Write a one page response about the book. Use the graphic organizer to help guide your thinking process and your response.</li> </ul>

	<ul style="list-style-type: none"><li>• * A note to parents and guardians: please pause and talk about the text with your child as you read along with them.</li></ul>
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\*\* **Note:** If you or your child have a library card, you can go to the free library website to access/listen to books online

**\*See graphic organizer and personal information sheet below**

## Fry Sight Words Listed by Frequency

### 1<sup>st</sup> 100 WORDS

the	at	there	some	my
of	be	use	her	than
and	this	an	would	first
a	have	each	make	water
to	from	which	like	been
in	or	she	him	called
is	one	do	into	who
you	had	how	time	oil
that	by	their	has	sit
it	words	if	look	now
he	but	will	two	find
was	not	up	more	long
for	what	other	write	down
on	all	about	go	day
are	were	out	see	did
as	we	many	number	get
with	when	then	no	come
his	your	them	way	made
they	can	these	could	may
I	said	so	people	part

### 2<sup>nd</sup> 100 WORDS

over	name	boy	such	change
new	good	follow	because	off
sound	sentence	came	turn	play
take	man	want	here	spell
only	think	show	why	air
little	say	also	ask	away
work	great	around	went	animal
know	where	form	men	house
place	help	three	read	point
years	through	small	need	page
live	much	set	land	letter
me	before	put	different	mother
back	line	end	home	answer
give	right	does	us	found
most	too	another	move	study
very	means	well	try	still
after	old	large	kind	learn
things	any	must	hand	should
our	same	big	picture	America
just	tell	even	again	world

### 3<sup>rd</sup> 100 WORDS

high	light	life	sea	watch
every	thought	always	began	far
near	head	those	grow	Indian
add	under	both	took	real
food	story	paper	river	almost
between	saw	together	four	let
own	left	got	carry	above
below	don't	group	state	girl
country	few	often	once	sometimes
plant	while	run	book	mountains
last	along	important	hear	cut
school	might	until	stop	young
father	close	children	without	talk
keep	something	side	second	soon
tree	seem	feet	late	list
never	next	car	miss	song
start	hard	mile	idea	being
city	open	night	enough	leave
earth	example	walk	eat	family
eyes	begin	white	face	it's

### 4<sup>th</sup> 100 WORDS

body	usually	hours	five	cold
music	didn't	black	step	cried
color	friends	products	morning	plan
stand	easy	happened	passed	notice
sun	heard	whole	vowel	south
questions	order	measure	true	sing
fish	red	remember	hundred	war
area	door	early	against	ground
mark	sure	waves	pattern	fall
dog	become	reached	numeral	king
horse	top	listen	table	town
birds	ship	wind	north	I'll
problem	across	rock	slowly	unit
complete	today	space	money	figure
room	during	covered	map	certain
knew	short	fast	farm	field
since	better	several	pulled	travel
ever	best	hold	draw	wood
piece	however	himself	voice	fire
told	low	toward	seen	upon

### 5<sup>th</sup> 100 WORDS

done	front	stay	warm	object
English	feel	green	common	am
road	fact	known	bring	rule
half	inches	island	explain	among
ten	street	week	dry	noun
fly	decided	less	though	power
gave	contain	machine	language	cannot
box	course	base	shape	able
finally	surface	ago	deep	six
wait	produce	stood	thousands	size
correct	building	plane	yes	dark
oh	ocean	system	clear	ball
quickly	class	behind	equation	material
person	note	ran	yet	special
became	nothing	round	government	heavy
shown	rest	boat	filled	fine
minutes	carefully	game	heat	pair
strong	scientists	force	full	circle
verb	inside	brought	hot	include
stars	wheels	understand	check	built

### 6<sup>th</sup> 100 WORDS

can't	region	window	arms	west
matter	return	difference	brother	lay
square	believe	distance	race	weather
syllables	dance	heart	present	root
perhaps	members	site	beautiful	instruments
bill	picked	sum	store	meet
felt	simple	summer	job	third
suddenly	cells	wall	edge	months
test	paint	forest	past	paragraph
direction	mind	probably	sign	raised
center	love	legs	record	represent
farmers	cause	sat	finished	soft
ready	rain	main	discovered	whether
anything	exercise	winter	wild	clothes
divided	eggs	wide	happy	flowers
general	train	written	beside	shall
energy	blue	length	gone	teacher
subject	wish	reason	sky	held
Europe	drop	kept	grass	describe
moon	developed	interest	million	drive

### 7<sup>th</sup> 100 WORDS

cross	buy	temperature	possible	fraction
speak	century	bright	gold	Africa
solve	outside	lead	milk	killed
appear	everything	everyone	quiet	melody
metal	tall	method	natural	bottom
son	already	section	lot	trip
either	instead	lake	stone	hole
ice	phrase	iron	act	poor
sleep	soil	within	build	let's
village	bed	dictionary	middle	fight
factors	copy	hair	speed	surprise
result	free	age	count	French
jumped	hope	amount	consonant	died
snow	spring	scale	someone	beat
ride	case	pounds	sail	exactly
care	laughed	although	rolled	remain
floor	nation	per	bear	dress
hill	quite	broken	wonder	cat
pushed	type	moment	smiled	couldn't
baby	themselves	tiny	angle	fingers

### 8<sup>th</sup> 100 WORDS

row	grew	east	suppose	direct
least	skin	choose	woman	ring
catch	valley	single	coast	serve
climbed	cents	touch	bank	child
wrote	key	information	period	desert
shouted	president	express	wire	increase
continued	brown	mouth	pay	history
itself	trouble	yard	clean	cost
else	cool	equal	visit	maybe
plains	cloud	decimal	bit	business
gas	lost	yourself	whose	separate
England	sent	control	received	break
burning	symbols	practice	garden	uncle
design	wear	report	please	hunting
joined	bad	straight	strange	flow
foot	save	rise	caught	lady
law	experiment	statement	fell	students
ears	engine	stick	team	human
glass	alone	party	God	art
you're	drawing	seeds	captain	feeling

### 9<sup>th</sup> 100 WORDS

supply	fit	sense	position	meat
corner	addition	string	entered	lifted
electric	belong	blow	fruit	process
insects	safe	famous	tied	army
crops	soldiers	value	rich	hat
tone	guess	wings	dollars	property
hit	silent	movement	send	particular
sand	trade	pole	sight	swim
doctor	rather	exciting	chief	terms
provide	compare	branches	Japanese	current
thus	crowd	thick	stream	park
won't	poem	blood	planets	sell
cook	enjoy	lie	rhythm	shoulder
bones	elements	spot	eight	industry
mall	indicate	bell	science	wash
board	except	fun	major	block
modern	expect	loud	observe	spread
compound	flat	consider	tube	cattle
mine	seven	suggested	necessary	wife
wasn't	interesting	thin	weight	sharp

### 10<sup>th</sup> 100 WORDS

company	western	adjective	British	arrived
radio	church	fig	difficult	located
we'll	sister	office	match	sir
action	oxygen	huge	win	seat
capital	plural	gun	doesn't	division
factories	various	similar	steel	effect
settled	agreed	death	total	underline
yellow	opposite	score	deal	view
isn't	wrong	forward	determine	
southern	chart	stretched	evening	
truck	prepared	experience	hoe	
fair	pretty	rose	rope	
printed	solution	allow	cotton	
wouldn't	fresh	fear	apple	
ahead	shop	workers	details	
chance	suffix	Washington	entire	
born	especially	Greek	corn	
level	shoes	women	substances	
triangle	actually	bought	smell	
molecules	nose	led	tools	
France	afraid	march	conditions	
repeated	dead	northern	cows	
column	sugar	create	track	

Title:

Setting:

Characters:

Problem:

Event1

Event2

Event3

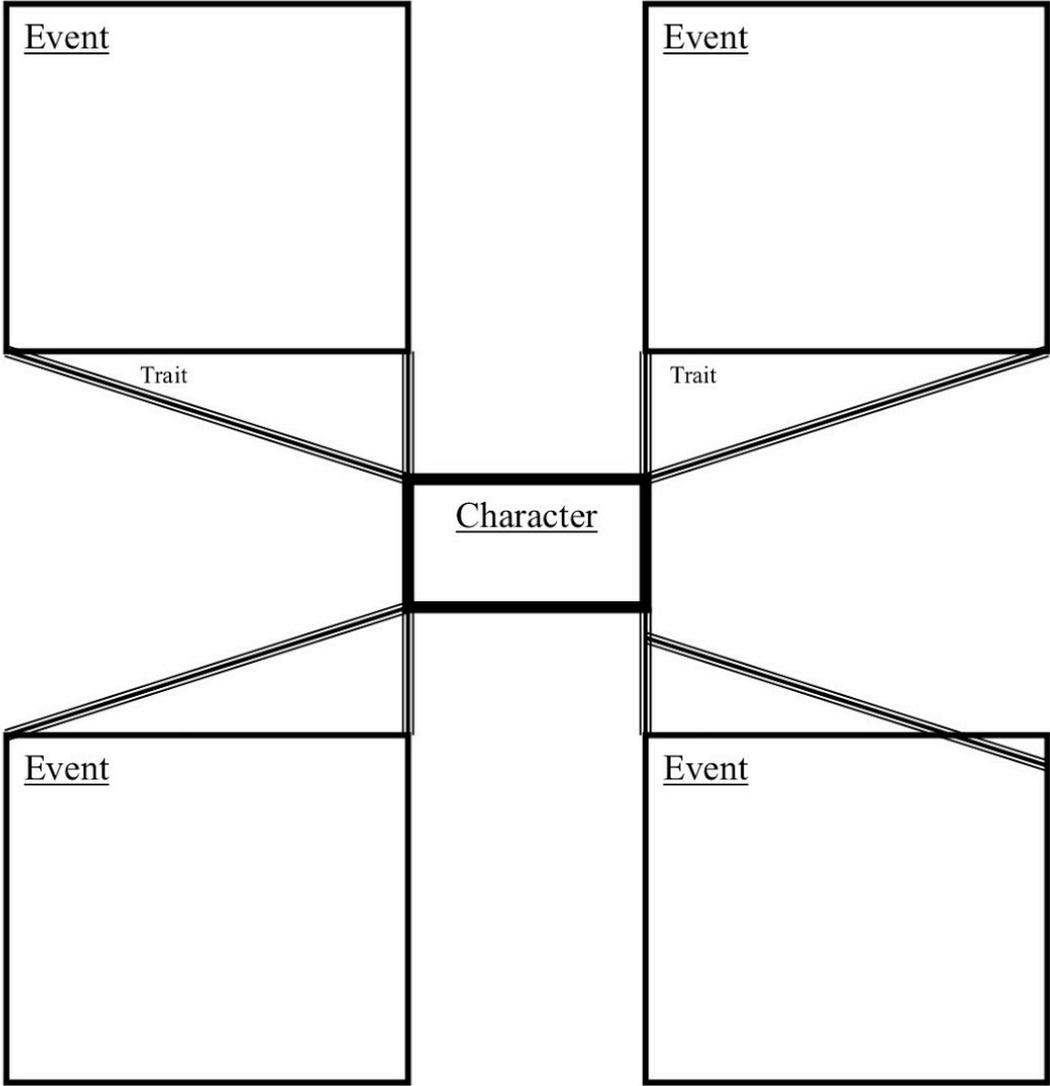
Event4

Solution:

**STORY MAP 1**

Story Map		
<b>Characters – Who</b>	<b>Setting – When &amp; Where</b>	
<b>Problem</b>		
<b>Event</b>	<b>Event</b>	<b>Event</b>
<b>Solution</b>		

**STORY MAP 3**



<b>Character, Setting, Problem, Solution</b>	
<b>Characters (who?)</b>	<b>Setting (time?, place?, where?)</b>
<b>Problem / Conflict</b>	<b>Solution / Resolution</b>

# **Conflict Dissection**

Name \_\_\_\_\_

Date \_\_\_\_\_

Who

What

Where

When

Why

How



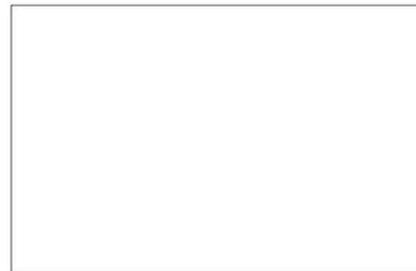
# Personal information

Write your **name** and **address** on the envelope, and draw a stamp.

.....  
.....  
.....

Draw a picture, and write about yourself.  
How old are you? What do you look like?

.....  
.....  
.....



Write the **name** and **address** of your **school** on the postcard. Draw a stamp.  
Write a message to your class.

.....  
.....  
.....  
.....

.....  
.....  
.....

Mark the things you do at **school**.

write  smell  spell  ripe  read  spill  rate

## Learning Support for Mathematics

For students that are approaching grade level and have learning gaps/ differences in mathematics, provide numerous opportunities for explorations at the **concrete** (manipulatives) and **representational** (visual) levels before progressing to the **abstract** (numbers) level. Students that need learning supports should be provided with:

- Intensive Direct Instruction and daily guided practice
- scaffolded supports
- the use of visuals as models and aids
- numerous opportunities to think out loud
- support to help them understand the why
- manipulatives to support understanding
- Bar Modeling Representations to decode word problems
- the use of mnemonics to enhance retention of skills
- daily practice with basic facts
- the presentation of content in varied contexts and varied levels
- opportunities to use diagrams and draw math concepts
- graph paper to support understanding
- numerous opportunities to draw pictures of word problems
- the use of smaller numbers to address number operations
- opportunities for success to build a growth mindset
- computer time to allow for needed practice
- numerous opportunities to use diagrams and draw math concepts
- opportunities to engage in metacognition (the building and reinforcing of thinking and reasoning) skills

**Intensive Direct Instruction and daily guided practice**

(Intensive Direct Instruction means to explain the skill / concept to the student with several examples repeatedly to help them understand)

[https://youtu.be/F\\_HzrRBOU7I](https://youtu.be/F_HzrRBOU7I) / [https://youtu.be/OIjkkUPC\\_yM](https://youtu.be/OIjkkUPC_yM)



### Scaffolded Supports

(Scaffolded supports means to introduce the skill one step at a time – allowing the student to understand one section part, before moving on to the next part) ex.  $5 + 1 = 6$ ,  $9 + 1 = 10$ ,  $24 + 1 = 25$ - it is the same as “what number comes after 5, after 9, after 24

[https://youtu.be/5hWDbSx\\_kdo](https://youtu.be/5hWDbSx_kdo)



## Visuals as models and aides

(Pictures of objects that can be used to help students understand the math)

<https://studentsatthecenterhub.org/resource/helping-struggling-students-build-a-growth-mindset/>

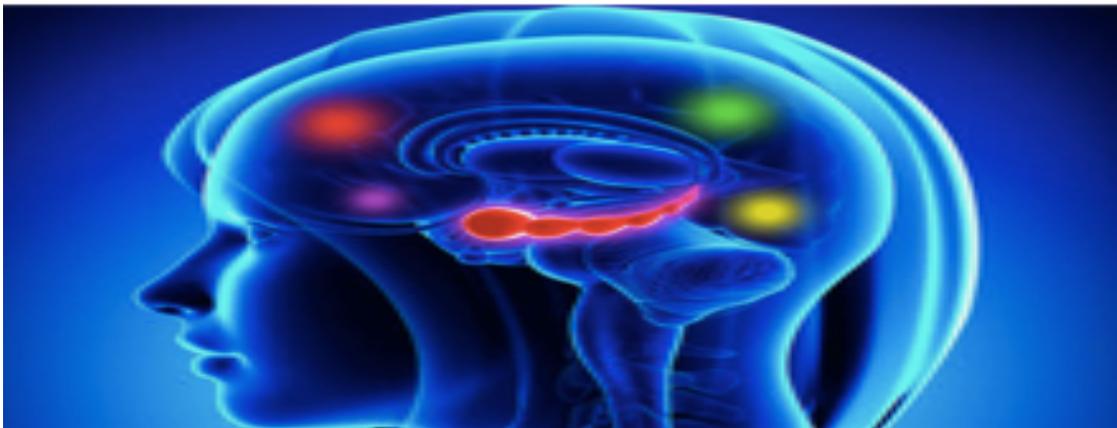


## Thinking out loud

(Allows students to talk and think about the skills they are learning, which allows them to better remember the skill)

<https://youtu.be/f-4N70xSMok>

**Should I use this strategy? Should I use a pattern? Should I work backwards? IS my answer correct?**





## Bar Modeling Representations

(Bar Modeling Representations consist of visuals that help students understand the skill they are learning. Ex.

[https://youtu.be/TbayTZvS\\_bc](https://youtu.be/TbayTZvS_bc)

The diagram illustrates four types of bar modeling for arithmetic operations, arranged around a large blue plus sign. Each model shows a problem, a bar representation, and the solution.

- ADDITION:**  $3 + 4 = ?$ . A bar is divided into two sections labeled 3 and 4. Below it, a single bar is labeled with a question mark. The solution is  $3 + 4 = 7$ .
- SUBTRACTION:**  $18 - 3 = ?$ . A bar is labeled 18. Below it, a bar is divided into a question mark section and a section labeled 3. The solution is  $18 - 3 = 15$ .
- MULTIPLICATION:**  $4 \times 5 = ?$ . A bar is labeled 5. Below it, a bar is divided into four sections, each labeled 5. Below that, a bracketed bar is labeled with a question mark. The solution is  $4 \times 5 = 20$ .
- DIVISION:**  $27 \div 9 = ?$ . A bar is labeled 27. Below it, a bar is divided into a section labeled 9 and a bracketed section labeled with a question mark. The solution is  $27 \div 9 = 3$ .

A small logo with two stylized figures is in the bottom right corner.

## Mnemonics

(Mnemonics consist of strategies to help students remember skills – ex.

<https://youtu.be/dXvvGc9TldY>

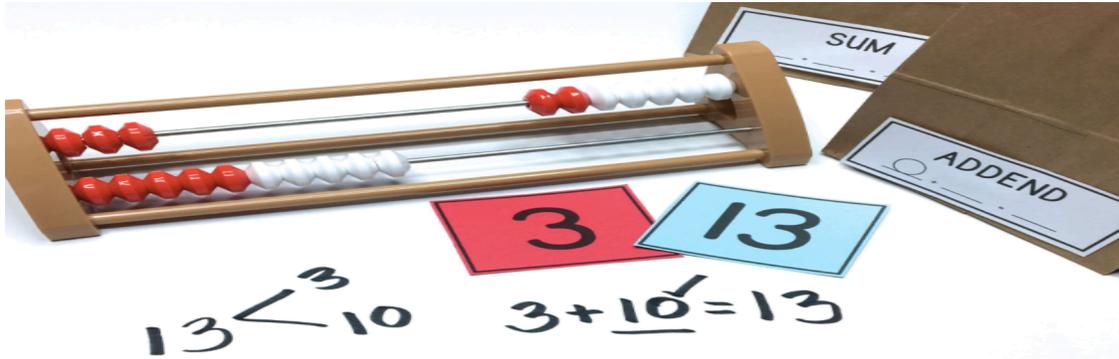
**P**lease **E**xcuse  
**M**y **D**ear  
**A**unt **S**ally

<b>P - Parentheses</b>
<b>E - Exponents</b>
<b>M - Multiplication</b>
<b>D - Division</b>
<b>A - Addition</b>
<b>S - Subtraction</b>

## Basic Facts

(Basic facts include addition, subtraction, division, multiplication facts – ex.  $8+2=10$ ,  $2+8=10$ ,  $10-2=8$ ,  $10-8=2$  /  $2 \times 5=10$ ,  $5 \times 2=10$ ,  $10/2=5$ ,  $10/5=2$ )

<https://youtu.be/TbayTZvS bc>



## Content with varied contexts and varied levels

Means to show student how to solve a problem different ways to allow them to use the skill that way they understand best

<https://youtu.be/FVg9n0lOGf0>

## Diagrams

(Diagrams provide students with visuals / pictures that help them solve the problem and they help them read the problem with less words)

<https://youtu.be/TbayTZvS bc>

### In and Out Boxes

Fill in the Empty Boxes.

1)

In	Out
9	
12	
15	
18	

Rule: Subtract 4

2)

In	Out
7	
12	
15	
18	

Rule: Subtract 5

3)

In	Out
4	
6	
12	
12	

Rule: Subtract 1

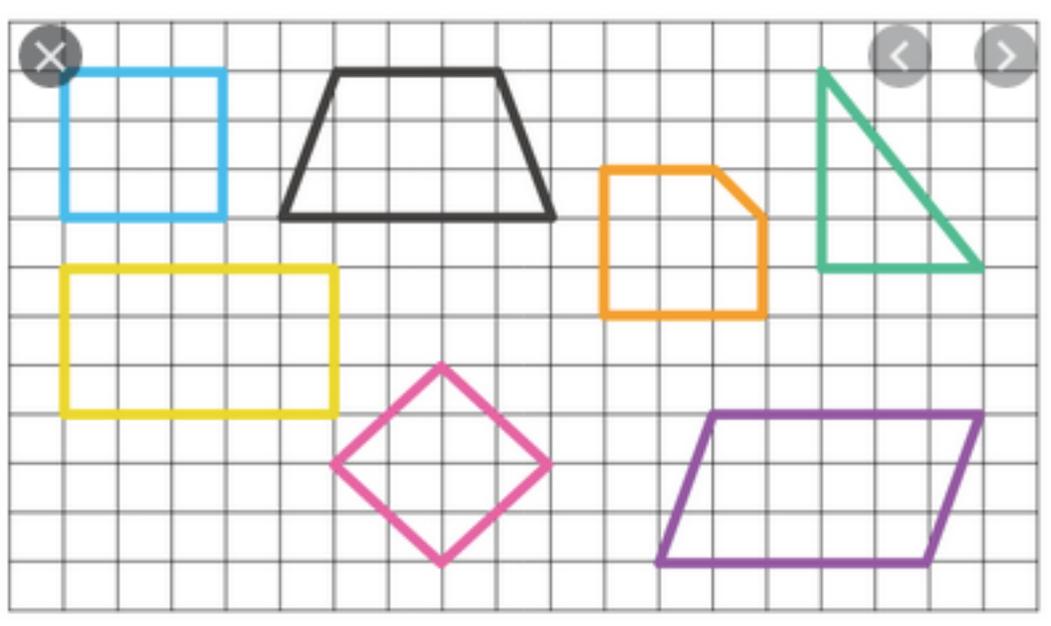
4)

In	Out
4	
5	
10	
14	

Rule: Subtract 3

### Graph paper

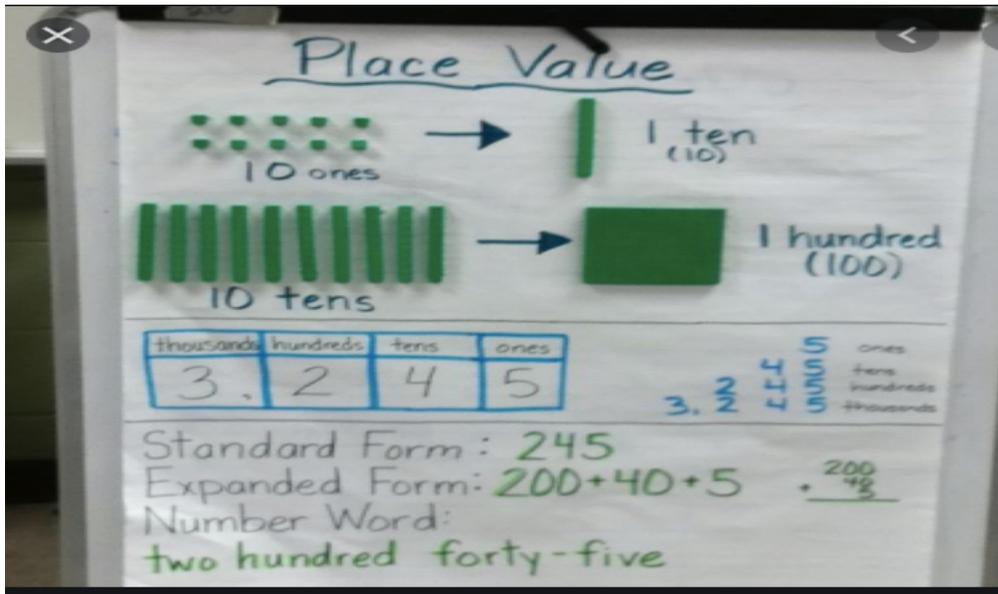
(Graph paper helps students to solve the problem by making it visual / easier to see the answer) <https://youtu.be/mX43cn3IASI>



## Drawing Pictures

(Drawing pictures allow students to show they can solve the problem without using words that they may not know or be able to write)

[https://youtu.be/TbayTZvS\\_bc](https://youtu.be/TbayTZvS_bc)



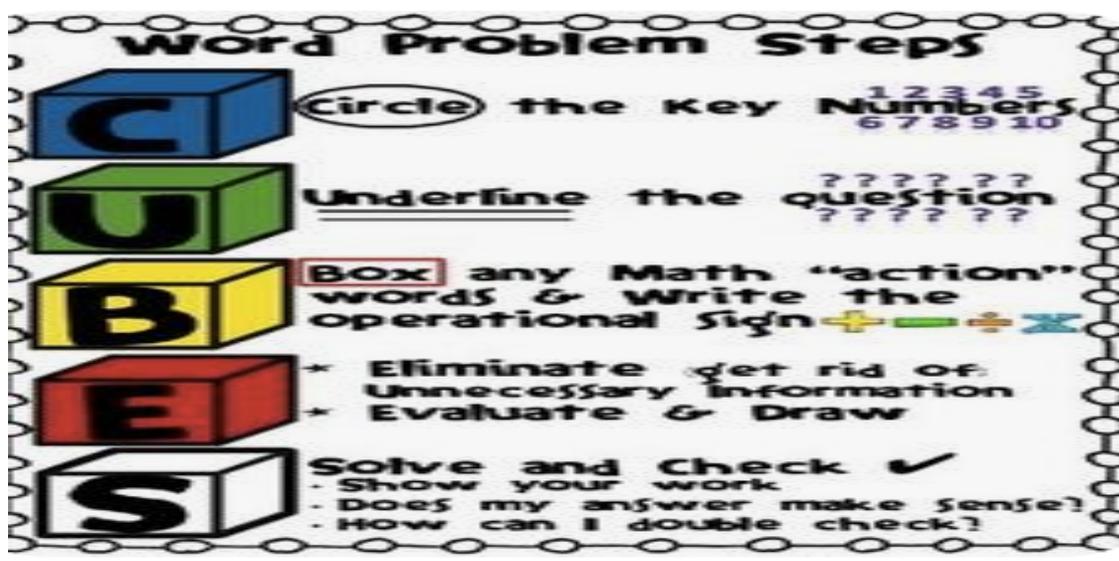
## Smaller Numbers

(The use of smaller numbers can help students understand the process of a skill, so that when they move on to bigger numbers, they will see that the process is still the same, they acquire understanding of the skill) ex.  $5 \times 5 = 25$ ,  $45 \times 1 = 45$ ,  $320 \times 1 = 320$

## Growth Mindset

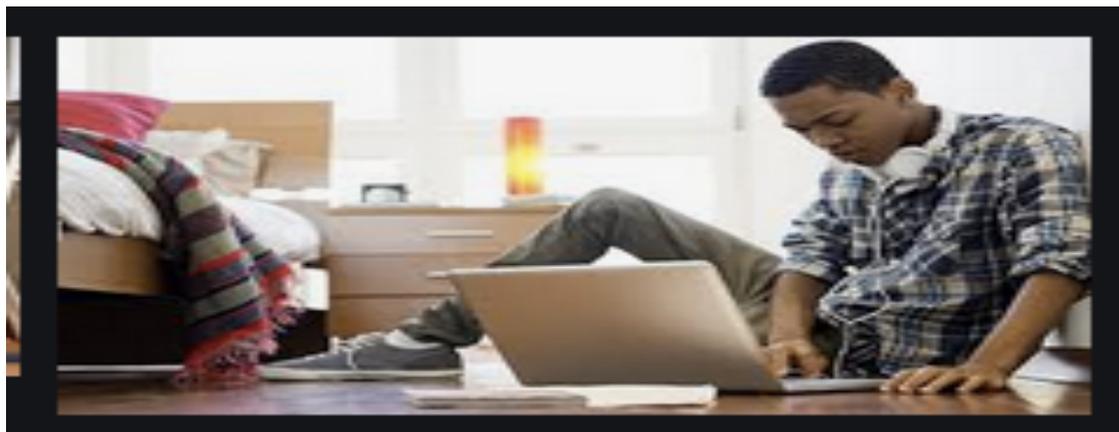
(A growth mindset is a process that helps to improve intelligence (thinking), ability (skill) and performance (actions). This means that by helping students to develop a growth mindset, we can help them to learn to think and be problem solvers. This is a process that occurs over time by helping them improve by building success over time.

<https://studentsatthecenterhub.org/resource/helping-struggling-students-build-a-growth-mindset/>



### Computer Time

(Computer time allows students to use websites, games, activities that will help them learn math skills and concepts through meaningful practice)  
mathgametime.com, pbs.com, bestkidsolutions.com, firstinmath.com, helpingkidsrise.org



### Metacognition

(Metacognition means to help students think about what they are thinking, the steps they are using, the words and numbers that they are using- It helps students to better focus on the skills they are using- it is a process that occurs over time) / <https://youtu.be/HKFOhd5sMEc> / <http://www.spencerauthor.com/metacognition/>



**The following activities can be used to enhance academic knowledge and student performance in Mathematics. Students should engage in these activities on a daily basis to ensure daily practice and retention of skills.**

Skill	Activity
<b>Number Operations</b>	<ul style="list-style-type: none"> <li>• Write numbers from one to twenty, from one to fifty, from one to one hundred</li> <li>• Write number words from one to ten (1 to 10), one to twenty (1 to 20)</li> <li>• Write numbers backwards from twenty to one (20 to 1)</li> <li>• Make a number line from one to ten, from 1(one) to 20</li> <li>• Make 4 (four) number sentences for 2,3,5 ex. ex. <math>2+3=5</math>, <math>3+2=5</math>, <math>5-2=3</math>, <math>5-3=2</math></li> <li>• Make number sentences for 6,8,14 - 12,13, 25 - <math>24+35=59</math></li> </ul>
<b>Algebraic Concepts</b>	<ul style="list-style-type: none"> <li>• Write numbers by 2's to 20, by 5's to 50, by 10s to 100</li> <li>• Draw two different shapes and make a pattern using those shapes</li> <li>• Draw three different shapes and make a pattern using those shapes</li> </ul>
<b>Geometry</b>	<ul style="list-style-type: none"> <li>• Draw five (5) different shapes</li> <li>• Identify three objects in your house that have the shape of a square, a rectangle , a circle</li> </ul>
<b>Measurement</b>	<ul style="list-style-type: none"> <li>• Measure the length of your hand, your foot and arm</li> <li>• Count the number of steps from one end of a room to the other side</li> <li>• Count the number of steps from where you are standing to the bathroom</li> <li>• Fold a paper in half and label each side by <math>\frac{1}{2}</math></li> <li>• Fold a paper two times and label each section by fourths (<math>\frac{1}{4}</math>)</li> </ul>

	<ul style="list-style-type: none"> <li>• Take a bag of beans and divide into two equal groups, three equal groups, four equal groups</li> </ul>
<p><b>Data Analysis and Probability</b></p>	<ul style="list-style-type: none"> <li>• Write twelve vocabulary words and make a graph of the letters in the words: ex.( the, happy, boy, plays, she, likes, to, jump, and, run, with, me)</li> </ul> <p>a-3, b-1, e-3, h-2, i-2, k-1, l-2, m-2, n-1, o-2, p-4, r-1, s-2, t-2, u-2, w-1)</p> <p>Which letter was used the most times? the least times?, How many letters were used 1 time?, How many letters were used 2 times?,</p>
<p><b>Vocabulary / Communication / Problem Solving</b></p>	<ul style="list-style-type: none"> <li>• Draw a picture for each math term and explain its meaning orally or in writing in your personal math journal (add, subtract, multiply, divide, group, measure,</li> <li>• Write a number sentence and draw a picture of the sentence</li> </ul>